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For the NEW YORK SCHOOL JOURNAL.

Birth of Chemistry.

BY HENRY J. HEDENIS.

It is my object, in this paper, to give my fellow-readers of the *SCHOOL JOURNAL* a sketch of the birth of chemistry.

Chemistry is defined, "That branch of the natural sciences which treats of the phenomena which take place in the contact of bodies, so far as these phenomena bring about a complete change in their constitution. Take a piece of amber, rub it on a woolen cloth, hold it over some particles of straw, and the straw will fly up to it. This purely physical phenomenon underlies no radical change in the nature of the attracting amber or the attracted straw. But if on a showery afternoon in April, you drive a nail into the fence of your yard, when you wish to put up the clothes-line, the next morning, you will find, that the nail has lost two per cent. of iron. Here we have a chemical or radical change in the nature of matter. The two per cent. of iron combining with one of the constituents of air, and with the water (presuming that it had rained during the night,) is changed into hydrate of sesquioxide of iron, commonly and vulgarly styled rust.

This is the modern and universally accepted definition of Chemistry, but it differs widely from those given by ancient alchemists. The Greek lexicographer Suidas, for instance, gravely defines it the art of making gold. The word Chemistry seems to be the hidden science, for its root, as that of alchemy, is the Coptic *khem* related to the Arabic *khem*, and meaning obscure, occult, hidden. Suidas, as we have already seen, and the earlier works on Chemistry, make the essence of the science consist in the secret art of changing the baser metals into gold.

To present a comprehensive and yet concise view of the birth of Chemistry, I must necessarily give an account of the knowledge of the ancients concerning the properties and uses of metals, and their chief operations and manipulations of them. But we must commence with the ancient cosmogony, or the opinions of philosophers concerning the formation of the universe. If we take all the crude ideas and speculations of the Egyptians, Phoenicians, Hindoos, Persians and Greeks, and cast them all into the chemist's crucible, it will be found, that after rejecting the rubbish, the quintessence of what remains is ether and chaos, mind and matter. In other words the prevalent opinions of ancient investigators was, that ether and chaos are the original principles of all things, whether corporeal or spiritual. Chaos, they thought was a boundless watery or vapory expanse without shape or form, and ether a mighty breath in all likelihood similar to a hurricane or tornado which passed or rather swept over chaos, communicating form and of course motion, to the docile watery element, and bestowing life on the vegetable and animal kingdoms. Unassisted speculation admitted but four primitive forms of matter or elements, to wit: fire, air, water and earth, through the mixture of which every material body received its nature and shape. The Greek sage Thales thought that water was the principle element giving birth to the other three. This theory ruled supreme till the end of the last century. Anaxagoras claimed the paternity of the other elements for air, whereas Pherecides proved to

you by a syllogism and a horned dilemma, that mother earth was the parent of three children, while Uraclitus swore, high and low, "that fire and nothing but fire, by jove, had the power of illuminating the heavenly bodies, the sun, moon, stars, and earth," for, how could you see without light the necessary concomitant of fire and heat. Even Aristotle the great central sun of speculative philosophy, whose rays blinded the eyes of his countless disciples during four centuries, Aristotle, whom one of his modern admirers styles the greatest genius the world has ever seen, advocates and expounds the theory of the four elements, to which, however, he shrewdly invents a fifth; namely, ether which moves all things. This fifth elementary body, the regular quintessence of all matter, is a certain something so divine, and subtle, that not one of the numerous followers and interpreters of the great master ever came across it, much less had an adequate conception concerning its nature and operation. Aristotle, who was by no means a mere philosophising dreamer, but on the contrary a profound and very experienced alchemist, informs us that each of the four elements possesses two properties, as for instance, heat and humidity. So that if you join hot to dry you have fire, hot to moist you will obtain air, and so on. But, taking a liberal view of the subject and extending the meaning of the four element system, we shall suppose that the general terms, earth, water, air, fire, simply imply matter in a solid, liquid, gaseous and burning or combining and separating state. We see then, that the ancients were not so far from the truth as we might at first be led to suppose. We must not find fault with them, because their ideas were of too general and often indeterminate a nature. They had no practical experiment upon which to rely, and without actual manipulation, theory is of no avail in chemistry. We must thank our chemical ancestors for the many hints and discoveries they bequeathed to us and not cavil, that they reasoned rather too far on ill-observed facts, and generalized on scanty particulars.

A few words with regard to the ancient atomic theory. This theory plays an important part even in modern chemical science although in a very modified form. Lucipius taught, that a vacuum and atoms are the constituent and recipient principle of things. Atoms are minute, invisible, impenetrable, indivisible and unalterable, in fact, they are what remains after cutting up, dividing and crushing a substance an infinite number of times. Atoms are neither hot, cold, nor lukewarm; they are neither blue, white nor red. In one word, they would be nothing at all, if they did not possess size, shape and weight. These little bodies, if bodies they be, dance about in space to the tune of fate or necessity, taking an oblique direction, and becoming giddy by the motion, collide, stick together like wax, and form what are called molecules. These again unite and constitute regular bodies. For this ingenious and wonderful manner was the universe shaped! "There is a strong propensity," we read in the Indian poem of Shirin and Terhad, "which dances through every atom, and attracts the minutest particle to some peculiar object."

Let us now enter the field of practical discovery, and see what progress the ancients made in chemical manipulation, what simple bodies were known to them, and what processes relative to chemical action. As a science, Chemistry either practical or theoretical, was unknown to them. They are acquainted, however, with some of the practical operations and results of chemical action. Neither Herodotus among the Greeks, nor Pliny among the Romans, say a word upon the subject of Chemistry. The ancients were acquainted with but seven metals, viz: gold, silver, copper, tin, iron, lead and mercury. Even Homer mentions six of these. We meet with representations of gold washing and fusing on Egyptian tombstones which were probably erected 2500 years B. C. Gold was used for gilding, inlaying, and ornaments of embroidery, nearly 2000 years before the Christian era. Silver at first, called white gold, was at a very early period like gold, coined into money and used also as ornaments and embroidery. The old-

est coins known, however, were of electrum, that is, an alloy of gold and silver, in the proportion of three to one. Copper was in use before iron. Homer describes the shield of Achilles as made of gold, silver, copper and tin. By alloying copper and tin, the ancients made bronze. They had no knowledge of the more modern alloy called brass, which is composed of copper and zinc. Pliny is the first who speaks of brass. Bronze was probably cast in Egypt 2000 years B. C. The natives made vases, mirrors and weapons of this alloy, and by employing some acid often, covered the surface of the object with a green or a brown patina. They were able to engrave the hardest stones with tools made of bronze, and their mode of tempering it, has recently been rediscovered in this country. Tin, a comparatively rare metal was also known to the ancients. Engliamen maintain that the Phoenicians, a great seafaring and trading people obtained all their tin from Cornwall, England, three thousand years ago. In Pliny's time this metal was worth eight shillings a pound. Iron was not universally known and worked till long after the introduction of copper. Steel was likewise known in ancient times but the old mode of preparation is now unknown. And finally, mercury was prepared by the ancients by distilling cinnabar with iron filings.

The coloring substances with which the ancient Egyptians, Greeks and Romans were familiar, were either metallic oxides, ochres or animal and vegetable matters. The famous Tyrian purple was obtained from a shell-fish. The ancient ink was soot or lamp-black. Soap they made from fat and soda-wood ashes. Acids they had none except vinegar.

Having detained you perhaps too long on a rather dry aspect of the subject, I shall conclude by alluding to a more interesting feature; namely, the sayings and doings of the alchemists, those strange compounds of science and witchcraft. The alchemists were those who professed a knowledge of the hidden art of making gold, or of changing the baser into the king of metals. Naturally they maintained the utmost secrecy, for the disclosure of such magic would make all equally rich and happy, and consequently realize the wildest dreams of our modern socialists. Hence, all the books on the subject are not only obscure but contain some of the most unintelligible nonsense that was ever put down in black and white. In spite of this the field of alchemical literature is vast. All our large libraries contain hundreds of volumes on the subject written in Arabic, Persian, Italian, German, Spanish and English, while the Latin manuscripts are absolutely countless. Some people adoring the stupendous enlightenment of our matchless age, marvel why countless enthusiasts should have deluded themselves with the belief in the feasibility of changing lead into gold, at a time when theurgy, necromancy, witchcraft and magic of all sorts ruled supreme, and yet these same people profess an unbounded belief in spirit rapping, mesmerism, clairvoyance and the like trifles. Where is their consistency? Indeed, what conclusion is more natural than a practical application of a general principle? The convertibility of that which implies one element into another, was taught by the master, and consequently believed by the pupil, the alchemist. If Aristotle would change water into fire, why should we find fault with a poor alchemist for converting an old horseshoe into shining gold. If the principles of astronomy and geology rest at present on such loose foundations, in spite of all modern attempts to give them a fixed and permanent position, how can we require that a more solid basis should underlie the principles of alchemy, born in obscurity and grown up in uncertainty? Modern chemists and philosophers gravely assert that our present (sixty six) elementary forms of matter may hereafter when the natural sciences have triumphantly undergone the fiery ordeal of doubt and instability be resolved into two or more primary elements. Now, since this assertion is founded on well established facts and operations, is it not equally possible that one element may be changed into its kindred brother, if they are all derived from the same parent? Besides, among numerous historical facts, we have the words of Raymond Lullius, who tells us in his last

testament that he changed 50,000 lbs. of base metal into gold. Who dare doubt the veracity of this author, or question the truth of his words? Who can demonstrate chemically and with conclusive evidence that gold can not be made? Lastly, history informs us that in the year 1404 the making of gold and silver was prohibited by act of the British Parliament, and that fifty years later Henry II. granted letters patent to persons who pretended to be in possession of the philosopher's stone, an undiscovered gem which turned all metals into gold.

What is Done in a Kindergarten.

On entering a Kindergarten for the first time one is most forcibly struck by the perfect order which usually prevails. There we see 40 or 50 little children, mere babies, who are happy, decorous, and still unawed by severe rules and discipline. A Kindergartener, with a true knowledge of children, and of her work, will have the very atmosphere orderly, and require few stated rules. Let us enter a nursery—how different it is there—particularly if a few little friends are invited to spend the afternoon together; discord will begin to creep in before long. Harry will be rude, or Lulu selfish,—the children get tired and hot, the toys are destroyed, and the room is in as much disorder as can be. Now, the true cause of the order in the Kindergarten is the entire occupation of the little mind and body. The little fingers are trying to work skillfully,—and then there is an idea in the work. The task of the Kindergartener is, that she is ever ready to direct and suggest, and not constantly to instruct; she must watch every little energy, and guide it on to further effort.—The occupations are a discipline in themselves. For example, observe a child at play with its blocks at home, and the impatient action at home, and the impatient action it will indulge in; when in the Kindergarten the same child will soon learn that he has to exert himself when playing with the blocks, for while other children have built beautiful forms, he will have none. The care necessary in handling the material is a more systematic discipline than can be imagined. For instance, the Kindergartener directs her little class to divide the cube of the third Gift into halves. In doing so, the children are taught to say, "a whole—two halves," and "two halves—one whole." Dividing the halves equally again, they should say, "a half—two quarters," etc.,—"a whole—four quarters," etc. In a similar manner with this and other gifts, addition, subtraction, and multiplication can be clearly and easily illustrated,—word and action always going together. Proper regard should be had to the age of the child. Or the children are directed to place the eight cubes in one line, side by side. That this may be done accurately, the checkered cross lines on the table will be of assistance forming square inches for the guidance of the child. Next the children may be told to divide this long line of cubes equally into two, four or eight parts. Then the eight cubes may be placed in one line up and down, i. e., one upon another; then this pillar may be divided equally into two or four smaller pillars; and again each of the four pillars may be divided so that eight parts are gained, or they may be joined to form a wall, etc. During these and similar exercises the Kindergartener has opportunity to talk to the children about their representations.

The children spend three hours in the Kindergarten in a manner healthful to both mind and body. Most of the children come in after a brisk morning walk, which induces cheerfulness, and cheerfulness is the essential element of health. In the sunny Kindergarten, room the children find some one to welcome them. Standing in a circle, the little morning prayer is said, and a song of thanksgiving for God's care of them is sung, all the children feeling the oneness and prevailing harmony. Their first "lesson" if it may be so called, frequently comes in the most charming of all forms—a story! and what child does not delight in a story? The story should convey a little lesson in some natural phenomenon; natural history or perhaps simply a moral tale, though there should be no moralizing; or fairy story may lead them to "wonderland," the little ones' natural home. Or some finger-games are exercised with an accompanying song; the fingers are counted by stretching them out one by one,—or the hands form a bird's nest, and the clumsy little thumbs represent the birds—real birds to the little ones, who so eagerly watch them. Or the little hand makes the weather-vane (an exercise for the wrist) or the snowflakes, or the sunbeams, etc.—As it is the natural disposition of a child to do what others are doing, the number of children contributes largely to their contentment.—The next half hour the children may build, or be mat-plaiting, or whatever it is,—they will be steadily at work while it lasts, and though only a short while, their attention is fixed upon the work. At the end of this, two or three children are detailed to gather in the work. These little duties are always esteemed a great privilege. The lunch, which follows, should be of the very plainest, but to the child it is a feast, and good digestion follows, because it is all so pleasant and social. Children undoubtedly require to eat more frequently than adults, only proper care must be taken that they do not eat too much at a time; for their respective capacity is small and their activity great; so the fuel must be frequently replenished. Politeness, neatness,

and general good order is required during this meal, whilst conversation flows in the natural simple way. After lunch the children march with the accompanying of the piano, or with a song, and which is a lesson in walking and time. The art of walking well, firmly, yet gracefully, must be acquired in childhood, and should not be left to the dancing-master. The march over, the seats are resumed at the tables, may be for peapwork. Here we have sticks for outlines, the softened peas serving for joints, which enables the child to sketch, as it were, any of the solid forms which it has become acquainted with, or linking together into outline-figures some of the stick-laying forms with which they are familiar. With one single stick and one single pea a "large-headed pin" may be made, with two sticks and one pea they can reproduce all the angles; two of these angles joined give a square, an oblong, a rhombus, etc., which can be lifted up and handled. Two squares joined by four additional sticks, and the skeleton of a cube is formed. This leads to the more attractive forms of life, as, a table, a chair, a house, a basket, etc. This is a great lesson in "creating," and holds more charm than the usual occupation of "destroying." For the latter mania the Kindergarten is the most effectual cure; for, after having been in the Kindergarten for a while, the children seek even at home for simple material with which to create. The last half hour in the Kindergarten is always devoted to the gymnastic games, which are of a very simple nature, and should be so used as to exercise every muscle, but they should never weary the little ones. Fingers, hands, wrists, arms, legs, each especial part has its turn, and a few months in the Kindergarten will show a wonderful improvement in the precision and vigor with which these seemingly simple exercises are performed, as well as the bodily development. Where the Kindergarten is unknown, a few traditional games are played, for instance "How oats, sweet beans and barley grows, You nor I, nor nobody knows." This natural desire of every healthy child for "ring-round-games" has never before been fully met. Here, in the Kindergarten, we have a wonderful variety, each containing its peculiar exercise of the muscles and imagination, and a circle of little children of about the same age to enjoy them. Thus, during the long Winter Season, we have an ideal "Garden" where the little ones can be trained in the occupations most natural to them, and most necessary. The body and mind should grow harmoniously. A child, if kept at home after being four years old, grows fretful, if unemployed, and few mothers or nurses have the time to give constant direction to their constant activity. They are often taught to read in order to give them self-amusement; but what could be more unnatural or unhealthy than for their little eyes to strain over the black and white type, not to mention the unhealthy position it usually induces. The mind in the Kindergarten develops through its own activities; the child not only learns through the eye and ear, but also by the sense of touch. Handling material for making things, measuring one thing with another, realizing size, distance, things hard and things soft. The body plays and grows with the mind. Play is the natural development for the body of every healthy child. Let us help them and play, and guide their intelligence.—MRS. KRAUS-BOELKE, in *Ohio Educational Monthly*.

The Microscope in School Government.

The school at Maple Grove had been called to order. Every scholar was in his place, and for once there was not a whisper heard; whispering had, from time immemorial, been the bane of Maple Grove School. Teacher after teacher had tried to conquer the habit, and with the advent of every new one, the dunce-block and birchen rod had been introduced as a part of the programme—a part, however, that always failed to accomplish the desired end; and up to the present hour, the school really deserved the name it bore—the most disorderly school in the country.

The present teacher was a little pale-faced lady, and the older boys chuckled at the thought of such a mite of a woman attempting to coerce them, and at the morning recess they met in solemn conclave, and nicknamed her "The Giant." Miss Dean, as it happened, overheard the deliberations of the irrepressibles, but, instead of being alarmed, she was rather amused, especially at the ludicrousness of the cognomen they had chosen for her *four feet of stature*.

The morning passed without any unusual confusion, considering the perplexing nature of the first day's duties; and now, as I said, a hush had fallen on every scholar—every mouth was agape with wonder, and every eye fixed on the little woman at the desk. Instead of a rod or a ferule, she held in her hand a brass instrument looking for all the world like a toy cannon set on end. Silently she held it up before the school, and silently the scholars gazed, until little Johnny Burns could repress his curiosity no longer, and in a shrill voice cried out: "School-marm, will it shoot?"

The teacher raised the instrument higher, and a smile was perceptible on her face, as two or three of the ringleaders of mischief popped their heads behind their desks, not a

doubt being left in their minds that if Miss Dean wasn't strong-bodied, she was, at least, strong-minded, and intended to govern the school with some new-fangled shooting machine instead of the old-fashioned good-behavior producers before alluded to.

"Did you ever see a microscope before?" asked Miss Dean; and four heads popped from behind their wooden breastworks, while every voice in the house answered in the negative. "Well, I suppose the young ladies and gentlemen who sit on those back seat have heard of this instrument, and can explain its use," said the teacher, with that subtle knowledge of children's dispositions, which leads them to be peculiarly flattered, when on reaching the (to them) very mature age of ten or twelve, they are, for the first time addressed as ladies and gentlemen. There was silence for a moment and then one of the boys hazarded an opinion that "microscopes were made to see stars."

Miss Dean then explained to the school the use of the microscope, and, calling the eldest boy forward, showed him, upon a bit of glass, a tiny speck, barely perceptible. Placing this under the lens, she bade him look and describe what he saw. "Why, a huge spider, with points and bristles," exclaimed the boy, in perfect astonishment, that so small a speck should be so transformed. "Not a spider exactly," said the teacher, "though it does look like it; that is a honey-bee's sting, and every one of those hairy points which show so plainly in the glass is charged with poison. Do you wonder that the sting of the bee is painful, when such a complicated weapon is used?"

Sending this boy to his seat, she called up the next eldest. "What is that little sack that looks like his head? Is that his bag of poison?" he asked after a prolonged gaze.

"I expect it is, though outside the microscope the sting only looks like a little black dot on the glass, and you can distinguish neither hairy points nor poison bag." One by one, she permitted every scholar to look through the microscope, and as each one was impressed with some new idea, not only the bee's sting, but the habits and formation of the bee itself, were very thoroughly discussed and investigated.

Then, placing the microscope back in its green and golden box, Miss Dean made the following announcement to the school: "I propose, hereafter, to devote one hour each day to the study of insects by the aid of this microscope; but only those who obey the rules of the school will be allowed to participate in this study, or look at the wonderful construction of insects revealed by its magnifying power. If a scholar whispers, or otherwise disobeys me, he loses the privilege for the day of looking through the microscope; and I assure you, children, that the bee's sting is not the most interesting object that can be found for inspection. Every bug and worm, every fly and miller, the feathers of birds and the seed-pods of flowers, have each and all a private history, and forms of beauty unperceived by the naked eye and unsuspected save by those who have made the microscope their companion in numberless rambles through fields and groves."

Do you think Miss Dean had to press birchen branches into service in the government of that school? Did any boy have to sit on the dunce-block for not studying the lesson? No, indeed; it would be hard work for boys to remain dunces, when a microscope was one of the incentives to study; but I can assure you that sad havoc was made among the winged and creeping insects, and Miss Dean found herself compelled to study "Bug-ology" pretty thoroughly. That, however, was better than the tired fretfulness experienced by most teachers in their attempts to preserve order by the old methods. Corporal punishment is a relic of dark ages, and scholars would be better, and teachers would be happier, if microscopes were to usurp the place of whips and dunce-blocks.—*Journal of Microscopy*.

THE CENTRAL TEACHERS' ASSOCIATION met at New Lisbon, Ohio, January 21. A large attendance of teachers and friends of education were present and good time was experienced by all. Supt. C. C. Davidson being first announced on the programme, gave 40 minutes lecture on penmanship and the improved methods of teaching it. H. Morrison, County Examiner was next introduced, who gave a complete outline or synopsis of reading. His lecture was well received. Mr. L. W. Mason followed with a talk on methods of teaching arithmetic. This called forth some lively discussion. Various other topics were discussed by Messrs. J. B. Mills, M. T. Sipe, C. C. Davidson, H. Travis and others. The next meeting of the Association will be held at New Lisbon, Feb. 29th, 1878.

In addition to the other efforts to sustain free education, the French people are waking up. An address has been issued, which says: "Citizens, the intellectual future of your children is in danger. Public education is assailed at a vital point—the right to free instruction in all grades. A bill is now before the Legislature abolishing the Free College of the City of New York—and in his message two years ago Gov. Robinson made insidious suggestions regarding primary education in our public schools. Shall we suffer education, the holy ark of modern society, to drift back to the middle ages? It is for you to decide."

Experiences of a Self-trained Teacher.

It was not until some time after leaving Glasgow that I finally decided upon what has proved, not only the work, but, I think I may add, the joy of my life—and I commenced a school. Now what were my professional resources? I had the very distinct and suggestive memories of my boyhood spent in my father's school; I had the varied experiences of failure and of very transient success as an assistant for four and a half years; and I had the training and insight into life afforded by a five years' course at Glasgow. Yes, I had something more, and something which has taught me more as to the spirit which should animate my work, and as to the method in which I should perform it, than I have ever been able to learn from all other sources—namely, of which I may safely say, all my future knowledge and reading and experience have been but the amplification and fulfilment.

And that something was contained in the words of a dear and honored friend, whose untold services as a clergyman, an author, a professor, and as principal of the neighboring workingmen's college, will live enshrined in the hearts and lives of those who were privileged to come within the range of his ennobling and elevating influence—the late Frederick Denison Maurice. These words were few, but they were golden words. I commend them to your most earnest attention, as I believe they contain the very quintessence of whole courses of lectures: "A teacher's true aim is to teach his pupils how best they may do without him, and yet not cease to care for him." I need only add that these few and simple, yet deep and thoughtful words came home to me with a more intense meaning, as they were read in the light of the noble, self-denying life of him who spoke them.

In looking back now from the vantage ground of a prolonged experience, two reflections force themselves upon me. 1. I cannot help congratulating myself upon the exceptionally favorable circumstances under which I was placed preparatory to my entering upon the charge of a school. During my whole life I had been more or less connected with school work. My earliest home recollection were associated with school. I had filled two situations as assistant-master; and during my whole college course I had not only been engaged in private tuition, but I had the inestimable privilege of seeing what really good teaching was. I have already spoken of the value of one part of that course, but I should be most ungrateful if I did not acknowledge how immensely I am and ever shall be indebted to the example, the energy, the ever ready scholarship, the teaching skill, and the invaluable personal friendship of the late William Ramsay, professor of Humanity. He not only taught, but he inspired; and after this long interval of time I can most truly assert that day by day the pages of almost every Latin author I happen to be using shine with an added lustre from the association with his ever cherished memory.

But my second reflection is, to my own mind, equally forcible—how utterly inadequate all these circumstances were as a preparation for my work. During almost the whole time that I was passing through these preliminary experiences, I had scarcely any thought of teaching as my future work, and therefore I naturally failed to extract from them all the good they were calculated to impart. Hence I draw a second moral, and I must urge the absolute necessity of making our work one which shall be the object of deliberate and prospective choice, as is that of the church, the bar or medicine. It must not remain any longer a refuge for the destitute. To secure this end, two conditions are necessary. 1. It must be made worthy of such a choice by securing to competent men and women a fair means of livelihood—with special prizes for the more gifted minds; and 2. None but those who have thus deliberately chosen this work and prepared themselves for it by a definite course of training, must be permitted to enter upon it. Secure the second, and I am confident the first will secure itself. I cannot disguise from myself as I go back that Chance was the presiding power that guided my footsteps towards a school; and I believe this is true of the great mass of teachers, at least of the sterner sex. Imagine this to be possible in the kindred professions of law and medicine. Take the following graphic specimens of such chance surgery from the pen of Carlyle. Speaking of Leopold, Duke of Austria, familiar to almost every schoolboy from his connection with that boy's ideal of a king, our Richard I., he says:

"Leopold had stuff in him too. He died, for example, in this manner. Falling with his horse, I think in some siege or other, he had got his leg hurt, which hindered him in fighting. Leg could not be cured. 'Cut it off, then,' said Leopold. This also the leech could not do, durst not, and would not; so that Leopold was come quite to a halt. Leopold ordered out two squires, put his thigh upon a block, the sharp edge of an axe at the right point across his thigh. 'Squire first, hold you that axe; steady. Squire second; smite you on it! with forge hammer, with all your strength, heavy enough.' Squire second struck, heavy enough, and

the leg flew off; but Leopold took inflammation, died in a day or two, as the leech had predicted." (Frederick the Great, vol. 1, p. 109.) The dullest intellect can discern between skillful and unskillful surgery. The pocket is a mysteriously sensitive part of the human organism, and that would soon rebel against untrained and unskilled law-mongering. But we unhappy teachers share one fatal disability with the clergy. Everybody profoundly believes he can teach and preach as well as anybody else, and generally a little better. What need, therefore, of any special training for what is within the reach of everybody's capacity?

And then the disproof of this generally accepted axiom is not very easy. My want of skill in surgery is demonstrated at once if I can find any one so foolish as to permit me to try my prentice hand at pulling out a tooth. My utter ignorance of law is revealed in the first paragraph, nay in the first line of my attempt at amateur conveyancing, and the imposture is detected at once. Our work is carried on before untrained eyes. A little judicious admixture of soothing syrup in the way of holidays, cricket and foot-ball matches, or even extra pudding, combined with a wise withdrawal from any kind of public examination, will go a long way to win the sympathies of pupils and to blind the eyes of parents. Thus the imposture may go on and on undetected; and when the detection does come, it comes so slowly, it is subject to so many explanations and mollifications, that a fortune may be gained or death may end the strife before this conviction of competency has become an acknowledged fact.

Every teacher, I am sure, will agree with me that no delusion is more complete than that which leads mankind at large to believe that the real progress of the pupil and the worth of the school can as a general rule be tested by the parent. Many parents are simply incompetent for the duty, and discharge their incompetency by the assiduous trotting out of some hobby of their own, which they apply as an un-failing test to all schools. I have myself lost pupils because I would not use spelling books. Flogging is a capital hobby for this purpose, and all the better because it applies in both directions, it has both a positive and a negative pole, equally charged and at the same time. "Do you flog?" "Yes." "Then my child does not enter your school." "Do you flog?" "No." "What, not flog! Then I am sure you cannot maintain necessary discipline; you cannot create that 'wholesome fear' (that's a delightful phrase—it looks so profound) and therefore my boy shall not come." Then a still larger class of parents simply have not the time, and in a still larger number of cases where parents have the skill and the time and the will the children very firmly resist the attempt as an unfair invasion of their undoubted rights and privileges. Sometimes rare opportunities do occur which do enable parents or friends to test at a moment's glance the reality or the unreality of the work being done. One such golden opportunity fell into my own hands about eighteen months ago. Visiting a relative at some distance from my own home, the youngest boy, a peculiarly shrewd little fellow, very naturally craved some little help from me in the preparation of some very elementary Latin lessons. He had to write out three paradigms of adjectives and substantives combined. The first was *Bonus vir*, which was written out with tolerable accuracy. But I confess myself somewhat puzzled at being requested to proceed with *Bona vir* and *Bonum virum*. I had hard work to persuade my temporary pupil that there were no such words as *vira* and *virum*. He assured me over and over again that these words had been prescribed for him. I appeased his fears by substituting some other words, and he went off to his school. On his return I asked how the Latin lessons had been got through. "Oh," was his quick reply, "Miss So-and-so" (for it was a preparatory school, kept by ladies) "said it would do, but it was not quite what she wanted."

I have dwelt at disproportionate length upon the preparatory antecedents of my experience, because, believing those antecedents to be unusually favorable, I want to bring the question plainly before the public, if they will remain content for parents of the middle and higher classes of society to entrust the education of their children to persons whose preparation for the work has been so entirely haphazard, so fragmentary, so unreal, so uncertain; while for the lower classes, down to the children in the workhouse, carefully trained and fully tested teachers are provided. It is a very easy, and no doubt a very pleasant occupation, for university dons to hold up to the gaze of the members of the Social Science Association the whole body of private teachers as "men or women without culture, without elevation of character, often without manners." But if this be true, I would ask, where lies the fault? Surely not at our door. We are doing all we can to arouse the public to the urgent need of reform. Half a dozen teachers seldom meet to talk over professional topics but this very question is put in the very front. At every conference the subject is discussed in all its different aspects, and the unanimity of feeling and opinion

is seldom broken by the faintest murmur of dissent.

I cannot dwell so minutely upon my actual experience, as they depend so much upon details, the recital of which would be most unprofitable to me and most tedious to you. I will rather endeavor to sketch, in very broad and general outlines, its more salient features, mainly bearing upon the question of training versus no training, or rather of specific professional training versus a haphazard training.

I shall not easily forget my own perplexities on standing for the first time in my own tiny school-room with my very tiny school of five pupils. I never felt such a responsibility before, or so utterly unfit to grapple with it. I neither knew what to do nor how to do it; but of course a very few days sufficed to release me from this hopeless condition. I then discovered for the first time the immeasurable distance between the mere teaching of a class and the government and direction of a school. I had but the faintest idea of the proportion of time to be allotted to different studies; and the construction of a time table of daily work was a difficulty which, I can truly say, was not solved to my own satisfaction until after some years of tentative approaches to a more correct arrangement. My first pressing want was the absence of professional literature. I cannot tell what a boon two or three really sensible works on the management of a small school would have been. What I needed was some practical hint as to the details of my work, as to the best kind of school furniture, arrangement of desks and different methods of carrying on the elementary work of a school. I was somewhat surprised to find that the most elementary subjects were the most difficult to teach efficiently, especially reading and spelling. The higher subjects presuppose more advanced minds, and can be made more interesting in an almost infinite variety of ways.

Anticipating this want of some such literature, I turned to "Stanley's Life of Arnold," as the best and wisest book I could think of for guidance and help. I need not speak of the grand and elevated tone of life and feeling which shines in every page of that masterpiece of biography, which I would fain hope left some impression upon me. That well known sentence, "It is too bad to tell Arnold a lie; he always believes it," was and still is a treasured sentence, and has given me strength and guidance under many a moral difficulty, but I need hardly say that the practical guidance I was most in need of was not to be found in those noble and inspiring pages. On one all important subject it was utterly useless to look to Arnold's Life for help, viz., the school books I should use. And I cannot imagine how I should have to any extent mastered this very serious difficulty had I not received some most valuable hints from a friend already engaged in the profession.—*Educational Times*.

PRIMARY EDUCATION.—The more one sees of the young, the more one is struck with two things—how limited is the amount which they can really learn, how worthless is much of what goes to make up this limited amount now. Mr. Grant Duff, misled by his own accomplishments and intelligence, is, I am convinced, far too encyclopedic in his requirements from young learners. But the heart-breaking thing is, that what they can be taught and do learn is ill-chosen. "An apple has a stalk, peel, pulp, core, pipe and juice; it is odorous and opaque, and is used for making a pleasant drink called cider." There is the pedant's fashion of using the brief lesson time, and wearying the soon tired attention, of little children. How much, how far too much, of all our course of tuition, early and late, is of like value. There is worse nonsense than this, Mr. Arnold. The various methods devised for wasting the time of the little ones and disgusting them with school are almost innumerable. We have known hour after hour spent in teaching boys and girls of ten to twelve years of age to add, subtract, multiply and divide with straws, when, if their teachers had given them credit for ordinary intelligence, they might have been working problems in compound numbers. What a pity some of these children could not be permitted to take the teacher's place for a few moments each day and instruct their pedagogues; children learn so much more rapidly, so much more easily, so much more philosophically than these method makers would have them learn.

JOSH BILLINGS' AXIOMS.—After a man gets to be thirty-eight years old he can form any new habits much; the best he can do is to steer his old ones. Eeny man who can swap horses, or ketch fish, and not lie about it, is just about as pious as men ever get to be in this world. An enthusiast is an individual who believes about four times as much as he can prove, and he can prove about four times as much as anybody believes. One quart or cheep whisky (the cheaper the better) judiciously applied, will do more business for the devil than the smartest deacon he has got. I don't rekollect doing ennything that I was just a little ashamed of but what somebody remembered it, and wuz sure once in a while to put me in mind of it. Nature seldom makes a phool; she simply furnishes the raw materials, and lets the fellow finish the job to suit himself.

Kindergarten Gifts.

The First Gift—Six soft Balls of various colors, with strings, in a wooden box, with cross beam for hanging the balls—This gift is for the youngest children; its aim is, to teach color (primary—red blue, yellow—and secondary, or mixed—purple, green, orange) and direction (forward and backward, right and left, up and down), to train the eye; to exercise the hands, arms and feet in various plays.

The Second Gift—Cube, Cylinder and Sphere, in a wooden box, with cross beam for hanging the objects. The aim of this gift is, to teach form, to direct the attention of the child to similarity and dissimilarity between objects. This is done by pointing out, explaining and counting the surfaces, corners and edges of the cube; by showing that the properties of the sphere, cylinder and cube are different on account of their difference of shape; by pointing out that the apparent form of the sphere is unchanged, however viewed, but that the apparent forms of the cube and cylinder differ according to the point from which they are viewed.

The objects are of wood, machine made for this special purpose; are neat, and provided with the necessary staples and holes for hanging.

The Third Gift—A large Cube (2x2x2 inches) divided into eight small cubes (each containing one cubic inch); in a wooden box. The aim of this gift is: to illustrate form and number, as well as to give the first ideas of fractions.

The Fourth Gift—A large Cube (2x2x2 inches) divided into eight equal oblong blocks (each $\frac{1}{2} \times 1 \times 2$ inches); in a wooden box. The aim of this gift is similar, and allows a very varied and interesting application in the production of forms of knowledge (or mathematical forms) of Beauty (or symmetry) and of Life.

The Fifth Gift—A large Cube (3x3x3 inches) divided into twenty-one whole cubes (each containing one cubic inch), six half and twelve-quarter cubes; in a wooden box. This gift allows of a still more extended use than the Third and Fourth.

The Sixth Gift—A large Cube (3x3x3 inches) divided into eighteen whole oblong blocks (each $\frac{1}{2} \times 1 \times 2$ inches); three similar blocks divided lengthwise into six (each $\frac{1}{4} \times \frac{1}{2} \times 2$ inches) and sixth divided breadthwise into twelve (each $\frac{1}{6} \times 1 \times 1$ inch); in a wooden box. The forms of Knowledge, Beauty and Life that can be represented with this gift, are very numerous.

The Seventh Gift—Tablets of wood, with colored and finely polished surfaces. Squares, right angled isosceles, equilateral, right angled scalene and obtuse angled triangles. The aim of this gift is similar to that of the last four.

Education at the Paris Exhibition.

Class 6.—*Infant Education—Primary Education—Adult Education.*—Plans and models of creches, orphan asylums, and kindergarten: arrangement and management of these establishments. Material adapted to the physical, moral and intellectual development of the infant. Plans and models of city and country school houses; organization of these schools, and furniture of the same. Books, maps, models, and other appliances. Plans and models of adult and technical schools; organization of these schools, and furniture of the same. Material for adult and technical schools. Material for instruction in music, singing, foreign languages, bookkeeping, political economy, practical agriculture and horticulture, technology and drawing. Material for the instruction of the blind and the deaf-mute. Work of pupils of both sexes. Libraries and publications.

Class 7.—*Secondary Education.*—Plans and models of secondary schools; lycées, gymnasia, colleges, industrial and commercial schools. Organization of secondary schools, and furniture of the same. Collections, classical books, maps, and globes. Material for technological and scientific education, for art education, drawing, music, and singing. Apparatus and methods for gymnastics, fencing, and military drill.

Class 8.—*Superior Education.*—Plans and models of academies, universities, schools of medicine, technical and agricultural schools, observatories, scientific museums, amphitheatres, and laboratories. Organization and furniture of these establishments. Apparatus, collections, and material for superior education and scientific, technical, agricultural, commercial, and industrial institutions and societies. Scientific expeditions.

HON. ERASTUS C. BENEDICT, of this city, has been chosen by the regents of the University of the State, of which he has been vice-chancellor for many years, to succeed the late Chancellor John V. L. Pruyn. Mr. Benedict has long held a prominent position at the New York bar, and is well-known as a prolific writer upon literary, religious, and educational topics.

EDUCATION FOR WORK—I am not of the opinion, that any education our youth may receive at the public schools, *per se*, creates a distaste for labor, and a disposition to seek some way of obtaining a livelihood without resorting to work that must be done with the hands; but the education they thus receive, coupled with the misdirected counsels of parents and friends, and the false opinions generally prevalent as to the relative position in the social scale occupied by hand-workers, and those who work in some other way or live without work of any kind, evidently tends in this direction, and is threatening great danger to our material industries, as well as to society itself. The question as to the best thing to be done to counteract this tendency, has been again and again presented in the annual reports of this Department, and all possible light thrown upon it. The educational exhibits of several European nations, at Philadelphia, bearing upon this subject, were studied with much care, and the results published in the report of last year. Theoretically, the necessity of some better provision for industrial education in this country is so obvious, that no one who has given the subject attention, can doubt it; but the problem that remains unsolved, is the kind of schools to be established in which to impart this instruction, and the ways and means of establishing them.—J. P. Wickersham.

BARBARITY IN SCHOOL.—The Worcester Spy says: Preston D. Jones, the grammar school Principal, who has been undergoing investigation at Worcester on charges of cruelty, has resigned to escape the dismissal he merited. The Committee of the School Board which has been investigating his case reported him guilty of inflicting frequent and severe corporal punishment, without sufficient cause or from caprice, and also of testifying falsely before the committee. The hearing, which lasted fourteen nights, was public and it was in evidence that the pupils were submitted to such mortifying punishments as having to crawl up stairs on all four and mew like a cat, receiving a blow at every step; also that the marks of the whippings lasted several days, and in some cases blisters were raised by the rod or strap. It seems that the infliction of bodily punishment is not restricted by the Worcester school laws, and the authorities have been unable to discover that this teacher resorted to it immediately; indeed, it was only after repeated complaints of pupils and parents that this investigation took place. Mr. Jones having been previously regarded as the best Principal in the city, and standing next to the successful candidate in last year's canvass for the School Superintendency.

It is a serious question with some school boards whether their teachers shall or shall not pray and read the Bible in their schools. In some places they say they shall, in others they declare quite decidedly they shall not. The question of devotional exercises in schools is one of no manner of business to trustees or directors. How much and when a person shall pray or read the Bible is entirely personal and private. No man has any right to say how any other man shall worship God. The business of teaching can be conducted on Christian principles without public prayer as well as any other business. If a man should open his store with prayer, no one ought to complain. It is his own business.

The State, by assuming control of schools, can not declare how much, or how little, or in what way one of its teachers shall worship God. They can dismiss him if he becomes obnoxious for any cause. If a majority of his patrons sustain him, he can open his school in any way he pleases. Our schools are in the hands of the people, and it is for them to employ just such teachers as a majority desire. We advise school boards to let legislation concerning opening exercises alone. Let them employ such teachers as the people want, and then only require them to do their duty as the law directs.—Barnes' Educational Monthly.

DEATH OF A DISTINGUISHED EDITOR.—In the death of Mr. Samuel Bowles, the editor of the Springfield Republican, the country loses one of its ablest and most successful journalists which could not be hidden from the world. His paper became as famous for its news condensations as for its bold and fearless expression of opinions, and achieved a solidity in circulation unequaled by any other New England publication.

At 18 years of age he became virtual editor of the Daily Republican, which position he filled for over thirty-three years. Mr. Bowles traveled extensively in his own country, especially in the West, the result of his journeyings being the production of his only works in book form, "Across the Continent," "Our New West" etc. He was a hard worker, a man of sleepless conscience, and possessing a spirit of manly independence which even the threats of ostracism and the destruction of patronage could not repress.

In the State of Pennsylvania there are 14,120 school directors, 20,653 school teachers, and 907,412 pupils, and 6,290 graded schools. Averaging the entire attendance at all the public schools in this State, the average cost of each pupil per month is only 89 cents. The State expended for school purposes during 1877 the total sum of \$8,964,036.14

To talk well is a talent not possessed by all. Yet it is easily acquired. Familiarize yourself with the exact meanings and the nice uses of words by the study of synonyms. You can be careful in your daily conversation to avoid false or vicious or low forms of expression, under which head I group everything which belongs to the dictionary of slang, and you can be equally careful to speak well. A little care in the choice of words at home, and in your ordinary talk, would be repaid. If we were half so earnest in the formation of our habits of conversation as we are in trying to gain other accomplishments, there would be a great additional charm given to the intercourse of society. Bear in mind that simplicity is elegance, and pedantry is generally only transparent self-conceit. The word which most directly conveys your meaning is the best vehicle of your thought. Secondly, you can read every day some good, strong, terse author, whose style will insensibly form and color yours. Needing to give scope and vigor to your imagination, read, after the Bible, Shakespeare and Milton. Never be without some volume which will help and feed you, and stimulate your own thoughts to new flights.

THE NEW YORK NATURAL HISTORY MUSEUM.—The new building of the American Museum of Natural History, which was so lately dedicated in Central Park, is only one-twelfth of the whole building, which is to occupy a plot of some eighteen acres. The original charter of the Museum provided that it should not hold real estate valued at more than \$100,000, but by means of memorials, appropriations amounting to \$700,000 were obtained as building funds, and all this has been spent on the portion just finished. The building, of which Messrs. Vaux and Radford are the architects is built of brick and granite. It is 199 feet in length and 66 feet in width, and is practically five stories in height, one of the stories being the gallery of the main hall. The wood work of the interior is of black walnut and ash. The floors are of brick arches, covered with concrete and laid with English tiles. The staircases are of iron, and the treads have gutta serena coverings. The building is thought to be absolutely fireproof.

THE JOURNAL is receiving by every mail substantial tokens of its popularity with the teachers. A letter from a city principal says: "I must say with entire frankness that you manage the paper so as to make it of real and substantial value. The articles that show new discoveries and new thoughts are always welcome to my assistants. They need something to fill up the gap caused by teaching. I am familiar with most other educational papers, but prefer this." A teacher without an educational paper of some kind is to be pitied, if not blamed.

MR. CHARLES READE, in a letter to *Harpers Weekly*, ends with this characteristic passage:—"I believe that 'the coming man' is the 'either handed man'—that is to say, neither 'right handed' nor 'left handed,' but a man rescued in time from parroted mothers, cuckoo nurses, and stalling nursing-maids, with their pagan nursery rhymes and their pagan prejudices against the left hand; in short, a man as perfect in his limbs as his Creator intended, who has been a deal kinder to man than man has been to himself; for it is all man's own doing that he is any more semiplegic or lop-limbed than a lion, a raccoon, a fox, a tiger, or an ape."

WESLEYAN UNIVERSITY MUSEUM.—The collections of the university contain about 99,000 specimens of animals, representing about 11,000 species; about 6,000 specimens of 3,000 species of plants, about 10,000 specimens of 400 species of minerals and rocks, and about 500 specimens in ethnology—in all about 115,000 specimens. These are finely displayed in the three upper stories of the Orange Judd Hall of Natural Science, and form the nucleus of what is destined to be one of the most complete museums of natural history in the world.

DR. SAMUEL ELIOT was elected superintendent of Boston public schools, on Tuesday.

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A coroner's verdict reads thus: "The deceased came to his death by excessive drinking, producing apoplexy in the minds of the jury."

One of Sir Boyle Roche's invitations to an Irish nobleman was rather equivocal. He writes: "I hope, my lord, if you ever come within a mile of my house you will stay there all night."

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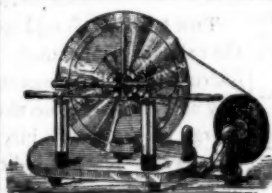
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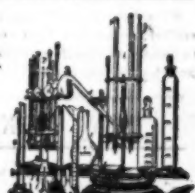
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New York School Journal,

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NEW YORK, FEBRUARY 9, 1878.

This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to do. It may be set down as an undeniable fact that every "live teacher" takes an educational paper. A small fund has been placed in our hands to send the JOURNAL to those who are too poor to afford it; that number we hope is not very large.

THE NEW YORK SCHOOL JOURNAL. A Splendid Premium: Webster's \$12. Unabridged Dictionary, free. The JOURNAL makes to its subscribers this extraordinary offer. It gives them a copy of the great standard Webster's Unabridged Dictionary, in leather binding, 1,836 quarto pages, with 3,000 engravings, for twelve subscribers and \$24.—being only twice as much as the cost of the Dictionary alone at any book-store! The papers are started at once on receipt of the money, and the Dictionary is promptly forwarded by the publishers by express. Any one who wants a dictionary can thus easily obtain it. Send on the names as fast as obtained; they need not all come from one Post-office. Or send sixty subscribers to the SCHOLARS' COMPANION at Fifty Cents each.

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INDUSTRIAL education will become a great topic for discussion in a short time. Let the teachers post themselves, therefore, well, for they will be called upon to instruct others in relation to this new and important subject. Object teaching raised quite a discussion in its day, but industrial education will arouse a deeper and more earnest debate. The schools have turned out one product only, pupils with a given amount of knowledge, and generally with no taste for actual work. Nay, the charge has been that they had a positive distaste for labor of all kinds. Every girl who graduated felt she must 'teach,' no other work was refined enough; hence the over supply of teachers. The people have begun to lose faith in the higher schools because the graduates had learning only. This state of things will be changed by the new direction that will soon be given to the current of opinion. The new order will be to teach the children to prepare

for work; to teach them that education is meant to make work easier and pleasanter.

We regret most deeply the necessity that demands a reduction of the salaries of the teachers of New-York City. All who will have the sum of money they so well earn, cut off in the slightest, have our sympathy. Of all public servants they are the least paid in proportion to the value they give. May more auspicious times arise!

It is becoming more and more apparent that the public interest in education is increasing instead of diminishing. There are signs that are unmistakable, that the people take a deep interest in the diffusion of sound knowledge. The heavy petition presented to the Legislature against abolishing the College of the City of New York, weighing 754 pounds avoirdupois, is only one indication that our citizens have made up their minds to higher education for young men even at a cost of \$150,000 per annum. The true thing is to see if money cannot be saved from the enormous waste incurred by our politics, whiskey and tobacco. Economy is a good thing, but let it begin on the 'luxuries,' not the 'necessities.'

THE teachers should steadily and persistently teach the value of temperance. It is a part of their duty to instruct the rising generation as to the causes of poverty and crime. Note the views of Judge Davis in his charge to the grand jury: "An experience of more than twenty years of judicial life has taught me that more than seven eighths of the crimes committed in this country, which involve personal violence, are traceable to the use of intoxicating liquors."

Good Words.

'I think it is a superior paper.'....'It is such as deserves the liberal support of the fraternity.'....'I have been reading the JOURNAL nearly four years, and have concluded that no teacher should be without it. Accept this expression of my thanks for your excellent and fruitful labors.'....'Your paper has been improving steadily and is ever welcome. May you continue long in the noble work for which you are evidently fitted.'....'I am more pleased than ever with the JOURNAL. It would be impossible for me to get along without it.'....'They will reduce my salary, but I should still take the JOURNAL, because it aids me greatly.'

New York State.

SUPERINTENDENT Gilmour has sent out a valuable report this year. We condense, therefore, some statements. The value of school houses and sites is now \$30,386,248; the amount expended last year for the same \$1,358,404 25; the average value of each school house and site in the cities is \$45,520 49 outside do. \$916 91; whole number of children between 5 and 21 is 1,586,234; the number in attendance is 1,023,715; the average time attended by each pupil was, in cities, 19 7-10 weeks, outside do., 17 8-10; whole number of teachers employed, \$30,161 Amount paid for teachers' wages, 7,915,633-51 Average annual salary, 401.04 " weekly wages, 11.23 No. of districts, 11,287 Amount paid for teachers' institutes, 12,479.27 " " each normal school (8), about 17,000 " " school commissioners, 89,600 " " for libraries, 50,000 No. attended teachers' institutes, 11,892

Mr. Gilmour recommends that institutes be held one week, spring and fall, in each county; that teachers be paid while in attendance; that county commissioners hold State certificates; that each town have a board of education; thinks it was a mistake to leave the selection of text books with the voters at

annual meetings. In respect to normal schools, says he has always been an advocate of them, and cites the opinion of the various State officers in their favor; he gives the result of inquiries made of the principals as follows:

	No. Graduates who have taught.	No. now teaching.
Brockport,	161	135
Buffalo,	128	123
Cortland,	190	178
Fredonia,	203	176
Geneseo,	101	88
Oswego,	759	732
Potsdam,	133	128

The superintendent took up vigorously the subject of cutting off the academic departments of the normal schools, but has not yet succeeded in effecting the reform desired, as some were engagements made by his predecessor that seem to have not been generally understood, and that caused large outlays of money by several villages.

NEW YORK CITY.

New York Board of Education.

The Commissioners met Feb. 6.

Present. Messrs. BEARDSLEE, BELL, COHEN, DONNELLY, GOULDING, HAZELTINE, HALSTED, MANNIERRE, PLACE, TRAUD, VERMILY, WALKER, WATSON, WICKHAM, WEST, WOOD.

COMMUNICATIONS.

From 6th Ward recommending Kimball and Dunham for Trustees; from 12 Ward for removal of Vice-Principal of P. D. G. S. 37; from 20th, relative to poor schools.

REPORTS.

The Committee on Teachers requested the Trustees of 21st ward to appoint Miss Root to first vacancy.

The Superintendent of Truancy reported that his assistants had returned 810 truants to the schools.

THE CITY SUPERINTENDENT.

Reported he had examined the schools of the 4, 10, and 10 wards.

No. classes examined	280.
" " having excellent instruction,	236.
" " " fair	16.
" " " indifferent	1.
" " with defective discipline,	9.
" schools with excellent management by principal,	25
" " " good	4
" " " fair	1

and recommended an investigation of the deficient school.

The Supt. of School Buildings reported that the complaints of the Board of Health about certain buildings had been examined into and that changes were in progress to remove them.

The By-Laws of 1877 were adopted.

Mr. Watson moved it lay over, and concerning this a debate arose, in which Messrs. Walker, Hazeltine, and Goulding took part. The board then went into

COMMITTEE OF THE WHOLE.

Mr. Halsted in the chair. Mr. Walker said the board must meet the question of a greatly reduced appropriation; he pointed out that the scale was uniform in paying assistant teachers, and that it distributed the amount appropriated in the most just manner; that the primary teachers were not cut down at all; the female grammar school teachers are reduced 6 1/2 per cent., saving \$41,110

Male teachers are reduced 10 to 15 per ct., saving	15,066
Principals and vice-p.,	65,670
Teachers in Nor. Col.,	8,000
Janitors,	25,000

Mr. Beardslee said those who had positions more than ten years had taken them with the understanding they should not be reduced.

Messrs. Goulding and Mannierre made objection, but the majority saw something must be done, and braced themselves up to the work, and adopted it.

The recommendations to consolidate the two departments of G. S. 41, etc. (as stated in last week's JOURNAL) were adopted, and the committee rose. The Board adjourned, to meet Monday at 4 P. M.

The Committee on Salaries and Economy reported as follows:

MALE DEPARTMENT.

To pay to principals up to 150 pupils, \$2,250 to 300, \$2,500; to 500, \$2,750; above 500, \$3,000.

To vice principals with 250 pupils and above, \$2,000.

To male assistant, when there is one, \$1,500; two, \$1,700 and 1,800; three, \$1,700, 1,500, \$1,800; four, \$1,800, 1,600, 1,400, 1,200; five, \$2,000, 1,800, 1,500, 1,200, 1,000.

To female assistants an average not exceeding \$800.

FEMALE DEPARTMENTS.

To principals up to 100 pupils, \$1,200; to 150, \$1,300; to 300, 1,500; to 500, \$1,600; above 500, \$1,700.

To vice-principals with 250 pupils and above, \$1,300 to assistants not above \$750.

PRIMARY DEPARTMENTS.

To principals up to 2000 pupils, \$1,000; to 400, \$1,100; to 600, \$1,300; to 800, \$1,500; above 800, \$1,750.

To vice-principals, 350 to 500, \$900; 500 to 1,000, \$1,000; above 1,000, \$1,200; to assistants an average of \$600.

No assistant teacher to have more than a vice-principal; principals of 14 years standing of M. D., \$2,500; of F. D., \$1,900; of P. D., \$1,750.

All male assistant hereafter shall the first year (if without experience), receive \$700; females, \$400, (these to be called Junior Teachers.)

The differences made by Trustees between different grades shall not exceed \$100; drawing teachers not to be paid over \$2.00 per hour, three hours and twenty minutes per week allowed. French and German \$1.50 per hour, one hour and forty minutes allowed. To deduct 5 per cent from the salaries of all Normal School Instructors receiving over \$1,000.

MISS MCCOLLISTER'S CONCERT.—A grand Musical and Literary Entertainment will be given by Miss Carrie A. McCollister, (one of our public school teachers), at Steinway Hall, on Saturday evening, Feb. 16th, at 8 o'clock. It is to be hoped that the teachers and their friends will show their appreciation of home and native talent, by encouraging this popular young artiste, with their presence on that occasion. Although she has frequently given recitations, this is the first grand public entertainment which she has undertaken. Her pluck is therefore to be admired, and we heartily wish her success. A delightful time may be expected, as the programme is quite extensive and embraces the following talent: Soprano, Miss Emma Cella Terry; Contralto, Mrs. Anna Bulkley Hills; Tenor, Dr. Arthur T. Hills; Pianist, Mr. E. Heimburger; Musical Director, Mr. Henry G. Thunde.

The last meeting was largely attended by both principals and teachers, attracted by the announcement that action on the salary question would be taken.

Mr. Walker says the teachers will not have their salaries reduced more than five per cent; the reduction will fall on the principals and vice-principals; the teachers of the primary schools are not reduced at all.

MR. WATSON wants to reduce the expenses by uniting schools, where it can be done without detriment to the school interests; also to dispense with the services of male vice-principals and male assistants, and to unite the grammar schools in a building under one male principal and a female vice-principal, with female assistants.

At the last meeting a report was made, showing the seating capacity of the schools to be 124,399: the average registered number to be 113,270. All the wards had more seats than scholars except the 10, 14 and 19, to the extent of 11,544; these three wards have a deficiency of 1,515. There was a report showing the amount of money paid to non-resident teachers to be \$177,047.71.

SCHOOL EXPENDITURES.—Some of the members of the Board of Education appear to be so anxious to secure a liberal appropriation for purchasing and leasing buildings for school purposes that they are willing to still further reduce the appropriation for the salaries of the teachers rather than to cut down the amount they desire to set apart as a building and leasing fund. President Wood objects to such a policy, and we think on good grounds. If the duties of the Board are faithfully performed there can be no greater number of teachers employed than are needed for the schools now in operation, and, certainly, the salaries paid are neither extravagant nor any higher than is necessary to secure capable teachers. The Board has, indeed, signified its sense of the inadequacy of the present salaries by voting within the past few days to divide a surplus of revenue for 1877 among the teachers whose salaries were reduced last year. There appears to be very little sense in appropriating nearly four hundred thousand dollars for purchasing, leasing and securing buildings for school purposes and at the same time so largely reducing the appropriation for teachers' salaries as to forbid the employment of even the present number of teachers except at remuneration inadequate to the services rendered. If there is any leakage in the school moneys it must be looked for in the building and book expenditures, and it will be well for the President of the Board to guard those appropriations with especial care.—*Herald*

Mrs. ELIZABETH THOMPSON's noble gift, Carpenter's celebrated painting of Lincoln and his Cabinet ratifying the Emancipation proclamation, has just been accepted by Congress in the name of the nation and will be placed, Feb. 12, the birthday of Mr. Lincoln, among the national art treasures upon the walls of the Capitol at Washington, when the President will make an acknowledgement of the philanthropic as well as public spirited lady's graceful act. The national importance of this munificent deed may be judged from the fact that the late Charles Sumner has already years ago introduced a bill into the Senate, to purchase at the cost of twenty-five thousand dollars this famous historical picture as a worthy memento of a great nation's act of justice.

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL.

I have often desired to write for your valuable paper. The reason I have not done so does not arise from any want of interest in you or your work. Nor does it arise from any want of sympathy with my fellow teachers, who all have their cares and duties, often very engrossing and taking up a large part of their thought and interest. The fact is our profession, like every other employment of man, has to be an all-absorbing to be a successful one. It is an art, involving as much knowledge of human nature, aside from its technical knowledge, as any other to which man devotes his energies. I sometimes think that this knowledge of human nature is overlooked in the more technical knowledge, which is apt to have unduly the preference. I know we must understand Arithmetic and Geography and Grammar and the other et ceteras, and understand them in their principles and application, to be a successful teacher. But, without a knowledge of human nature, we shall fail in a very essential point—the impressing those with whom we come in contact with respect for us and our character. It is this that gives the hold and enables us mould the pupil to our will. It is the entrance wedge for the secular knowledge.

We must never forget that our pupils are like ourselves, with the same thoughts, the same feelings, the same sensitiveness to right and wrong, the same disposition to be well treated, the same gentleness as to kindness, and feeling the same necessity of softening, restraining and ameliorating influences.

You will excuse me then, in this communication, for giving some prominence to this idea—the importance of making a study of human nature. Each scholar must be treated on this principle. While firmness is indispensable, it is necessarily severity—while severity even may have its uses and necessity. But where there is a better way, that way should be successfully tried. I think I hear the "Whew!" of some teacher, whose patience has been less than successfully tried, cry out, "look at the subjects that come into our hands, see the homes from which they emerge, the vice and the evil influences to which they are daily and nightly subject, and how can you expect us to deal with them else than with severity?"

This only brings out the difficulty with which we have to contend, but does not set aside the principle on which we should act. For our own peace of mind and comfort, as well as our self respect, we should pursue that course of conduct that will enable us to meet our scholars, when they become men and women, face to face as friends. Who would want any other feeling entertained towards them? We must then have patience, very great patience, we must bear and forbear. We must remember their infirmities and their ignorances, and the surroundings in which their young life is often nurtured, and we older, more experienced and better taught, must do our duty by ourselves and them. We must put real heartiness into our work, and so enlist their attention, that by building up the good we shall suppress the bad. Remember, that, for them sometimes it is almost all they have in the way of good.

But there is a large class with whom it is otherwise, and whose parents will only too gladly welcome any rightminded help that comes to their aid. Here we find our present recompense. In the case of others we shall find it in the future. I suppose none of us who have been teaching some time fail to find in the glad welcome, the ready recognition, — the unconscious approval of our course and efforts. Let us then, no matter what the discouragements, go forward in a course of right — right thinking and right acting, knowing it must bring its own recompense to ourselves and others. A. M. LOUREL.

To the Editor of the NEW YORK SCHOOL JOURNAL,

Would your readers like to hear something of education among the mountains of East Tennessee? I propose to tell them something of the schools of Knox county.

The city of schools of Knoxville are in a prosperous condition. Rev. H. T. Morton is Superintendent. The girls High School is in the New Hampden and Sydney Academy, which is an elegant and commodious building. The boys' school is in the Bell House, and there is a primary school for boys and girls in the Peabody School building, in North Knoxville. The East Tennessee University is located at this place, and will compare favorably with any institutions in the state. Besides these we have some private schools in the city, while are in a flourishing condition.

Nine miles N. W. from Knoxville, on the K. and O. Railroad is the Powell's Station High School, which under the efficient management of Mr. W. H. Perkins, has become a power in that community. Mr. Perkins is a live teacher, and the citizen's of Powell's are justly proud of him and his school. Eleven miles S. W. of Knoxville, is the Midway School, where "Frank Smith" teaches. I wish you all could know Frank. He is a good man and an earnest teacher. He says he is going to take the NEW YORK SCHOOL JOURNAL. That is all he lacks now of being a No. 1. We have other good schools in this country which I would like to mention, but cannot now.

One word in regard to our common schools; for they are the true index to the general intelligence of a people. Our public

school fund is sufficient to run the schools only four or five months in the year. In some parts of the country the people supplement this fund by private subscription, and continue their schools eight or ten months in the year: in others they rely solely on the free schools for the education of their children. In the former a high degree of intelligence is found; in the latter ignorance prevails. Rev. H. C. Hamstead is county Superintendent. He is energetic and unremitting in his efforts to improve the conditions of the schools. The teachers of our common schools are generally good men, but deficient in training. Too many take up teaching as a stepping-stone to something else—to some higher (?) calling, never once dreaming of devoting all their talents and energies to this noble vocation. But our people are beginning to be clamorous for professional teachers—men who consider teaching a profession, second in importance to no other. For the proper training of our teachers, we hope soon to have a normal school established in this country.

The progress which has been made in education in our county during the last decade has been great, but much remains yet to be done. TEACHER.

To the Editor of the NEW YORK SCHOOL JOURNAL:

Several months ago several questions were asked by J. W. W. in regard to the use of scientific readers in our country and village schools. The Editor at once decided against them. His reason was, that teachers who wish to teach science can find better ways than with the use of readers. But suppose they do not employ those better methods, is the pupil to finish his common school course without knowing anything about Botany, Physiology, Natural Philosophy, &c. Is not the information contained in the page of those better than nothing? Cannot a pupil learn to read just as well with those books as with those contain no information? After twenty-one years of experience in the school room, part of the time with scientific readers, and part with those containing such trash as the "Steamboat Trial." The chickcock and the Fox, (which I do not permit my pupils to read), I decided in favor of the scientific readers.

The information derived from those readers is undoubtedly worth very much to those pupils who do not attend a high school. If all would attend schools of high grade, then other readers might answer. We know that a large majority of the American people believe in moon signs, many in witches and ghosts; perhaps it is safe to say that two-thirds are more or less influenced by that man in the almanac (who stands there surrounded by about a dozen animals,) so much so, that they sow their cloverseed when the sign is in the crab, plant cucumbers when the sign is in the Twins, and plant potatoes when the sign is in scales. Now, the way to root out this superstition is to teach science, and begin in the schoolroom. Give Young America science, and the rising generation will not take down the almanac to ascertain where the sign is, or purchase a "Hundred Year Almanac," to ascertain what crops will do well, and what kind of weather we will have.

As highly as I value the NEW YORK SCHOOL JOURNAL, I cannot subscribe to everything it contains, even if written by the Editor. Some time ago, he gave Ray's Arithmetics a puff. I used those books eighteen years, and have no hesitation in saying that they are a disgrace to any schoolroom. The same house publishes White's Arithmetics which are far superior in every respect.

I think the Editor of the JOURNAL should give common school teachers a column in which the might exchange views. If some of those college professors and city superintendents would come into the country and teach eight or ten years, they would whistle another tune, and give us better school books. H. B. MILLER.

To the Editor of the NEW YORK SCHOOL JOURNAL

The Board of Education, I see, propose to cut down our salaries. I am glad it is to be no worse than ten per cent. off, for I know many who can get nothing to do at any price. I am one of the thankful kind, you see. But there are some expenses that it seems to me might be lessened now that they are trying to retrench. The cost of taking care of the school buildings is much too great. I know of one janitor who is a rich man; has house-rent and coal are free; he cannot help but lay up money. The item for new school-buildings is too large. I think the demand for more buildings in the 19th ward is pure nonsense; wise ones smile when you talk of 1000 pupils who cannot get into their schools. Why does not Board district the city. I hear they are going to consolidate some schools and departments; that might have been done long ago. At the meeting on Wednesday night, I heard some sharp things said about the clerks and their pay. Now, may I speak right out in meeting and ask, "Is it necessary to pay Mr. Kiernan, the Clerk, \$5,000 per year; or to have eight Superintendents; or to pay the City College Professors so much?" It may be all wrong but I cannot help but think there is a lack of justice in portioning out the school money. Pay those who work, says TEACHER.

BOOK NOTICES.

ON THE STUDY OF WORDS. By Thomas D. Supl  , New York. W. J. Widdellon. This is the series of lectures addressed originally to the pupils at the Diocesan Training School at Winchester, by Richard Chenevix Trench D.D. Archbishop of Dublin, but with an exhaustive analysis, additional words for illustration, and questions for examination. Mr. Supl   is head master of St. Augustine's College, Benecia, Cal., and has by his additions really made this book very available as a text book in the school room. The exercises for the blackboard could only have been prepared by an experienced teacher and one thoroughly imbued with the spirit of the volume. The addition of a list of words will encourage the pupils to investigate himself into the origin and use of words. The questions are well prepared and will aid to test the pupils' knowledge. In the general preparation of the volume, there is visible a taste for the work undertaken by Mr. Supl   that renders the volume exceedingly attractive and we doubt not that it will be thoroughly appreciated by teachers and students. He has made Dr. Trench's lectures that so delighted us twenty years ago into a capital text book, and thus many thousands will engage in an exploration of the treasures that lie hid in the English language.

MAGAZINES.

St. Nicholas for February is a capital number. In it is the conclusion of Mrs. Charles' story "The Ravens and the Angels," and several chapters of the two serials "Under the Lilacs," by Miss Alcott, and "The Tower Mountain," by Gustavus Frankenstein. There are several papers which give useful information in an entertaining way, among which are "A Trip to the Tea Country," by W. M. Tileston; "The London Dust Man," by Alexander Wainwright; "Some Fishing birds of Florida," by Mrs. Mary Treat. Besides these, there are brief stories and poems.

The Magazine of American History for January, has three interesting papers on "The Fall of Alamo," by Capt. R. M. Potter; "The Battle of Oriskany," by Gen. J. W. De Peyster, and "Remarks on the Portraiture of Washington," by Isaac J. Greenwood. The original documents and reprints comprise the "Diary of Joshua Pell, Jr., an Officer of the British Army in America, 1776-1777," "A new Poland in America," and the "Settlement of Arcadia."

Appleton's Journal for February opens with the first of a series of articles on "The American at Work." It is illustrated and gives in detail an account of the great salt works of this State. "Stanley's Voyage Down the Congo," is described at considerable length by Dr. A. H. Guernsey; "Memenotes of Mycenas," is the title of an article on Dr. Schliemann's discoveries, by George M. Towle; and the brief article which concludes the number is a good account of a voyage "From Athens to Cerfu," by Prof. James A. Harrison.

Lippincott's Magazine for February contains a number of articles of interest. Mr. Edward King writes of "The Russians in Bulgaria." The entertaining series entitled "A Month in Sicily," by Alfred T. Bacon, is brought to a close, and Prof. James A. Harrison gives the first of several papers on "Glimpses of Sweden." "Hunting in France," is pleasantly described by L. Lejeune; "A Reminiscence of the First Iron clad fight," by E. S., an officer of the ill-fated "Congress," recalls in a graphic way incidents in the late war.

The Atlantic Monthly for February opens with anonymous paper on "The Cradle of the Human Race," which is followed by an article by W. H. Babcock, on "The Patent Office, and how to repair its losses." There is a paper, partly critical and partly biographical, on "Edmond and Jules Goncourt," by Elie Reclus; "Venice and St. Mark's" is the title of an historical paper by Charles E. Norton; and the series of instructive articles on "Crude and Curious Invention at the Centennial Exhibition," is continued, the present number relating to "weaving." Charles Dudley Warner contributes the second of his charming sketches of Adirondack Experiences; Raymond Westbrook writes a second "Open Letter from New York," upon art and books, and Dorman B. Eaton offers some strong thoughts on "The Public Service and the Public." There are only two stories, "Trials and Errors of Joseph Primrose," by Mrs. C. M. Town, and several chapters of Mr. Bishop's "Detonoid." There are also poems by E. C. Steadman, Thomas S. Collier, Edgar Fawcett, Weir Mitchell, and H. W. Longfellow.

Harper's Magazine for February is a number of real excellence. "Along Our Jersey Shore," by William H. Rideing, is a graphic description of the Jersey coast, and is especially interesting because of the account given of the life-saving service and its work. There are two articles which will interest all lovers of art; one by Helen S. Conant on "J. M. W. Turner," with a number of engravings copied from the painter's most popular work; the other a talk with the painter George Inness, entitled "A Painter on Painting." "The Fieschi Conspiracy," by O. M. Spencer, presents a striking picture of the political troubles of Genoa in the 16th century; and "The Turkish Wars with the Hospitalers," by J. W. De Forest, is a vivid presentation of the principal incidents in the sieges of Rhodes and

Malta. "A Glimpse of Some of Our Charities," is a paper which gives us a good deal of interesting information, and "The Dunmow Flitch, 1877," by M. D. Conway, is a good account of the curious custom observed in Dunmow, Essex, of giving a flitch of bacon to the happiest married couple after a year of matrimonial life. The fiction has the opening chapters of new stories by two popular English novelists, "MacLeod of Dare," by William Black, and "The Return of the Native," by Thomas Hardy. Besides these there are two short stories, "Punished Enough," by Mrs. R. B. Latimer, and "Nobody's Business," by Horace E. Scudder.

Scribner's Magazine for February.—This is called the Midwinter No., and 100,000 copies are printed. Among its varied features is a full page portrait of Lincoln by Wyatt Eaton, from the last and little known photograph. This view of Lincoln is here engraved for the first time by Cole, to accompany Noah Brooks' "Personal Reminiscences of Lincoln." A sonnet to Lincoln by R. H. Stoddard faces the frontispiece. The illustrated sporting article is on "Moose-hunting," and the drawings are very spirited. Mrs. Mary H. Foote furnishes both drawings and text for a picturesque paper on "a California Mining Camp, with glimpses of the Cornish, Mexican, Chinese and other elements there found. In a paper on Recent Church Decoration, Clarence Cook writes of the work by John La Farge and others in Trinity church, Boston, and in St. Thomas' church New York. Mr. La Farge's plaster, and Mr. St. Gauden's panel of angels in the latter church, are among the illustrations. Mr. La Farge also furnishes a large illustration for a ballad by Boyesen—Little Sigrid. Sig. Castellani contributes an article with drawings on the Majolica of Castelli. The Humming Bird of the California Waterfalls, a bird that dives into the falls, is the subject of an interesting paper by John Muir, with illustrations.

D. Lothrop & Co. of Boston will publish at an early day a book for children entitled *Behaving; or Papers on Children's Etiquette*, an illustrated story for children entitled *Mabel Howard*, by Dame Durden, and the *Seven Words from the Cross*, a series of essays on Christ's last sayings, by Rev. W. H. Adams of Charleston, S. C.

The January number of *Brainard's Musical World* begins the fifteenth yearly volume, and is an attractive number. The musical contents include Colleen Avarra, Sweet Dreamer, by A. S. Sullivan, Fly Away Galop, by Chas. Kinkel, and Phantom Footsteps, two pretty piano pieces for young players, and Song of the Angels by G. W. Lange. Published by S. Brainard, Cleveland.

A. S. Barnes & Co., New York, will publish next week the *Commonwealth Reconstructed*, by C. C. P. Clark. A pamphlet treatise by this title, of which the present work is a reproduction and elaboration, was put before the public four or five years ago, and as some of our readers will remember, called forth extensive and highly favorable comment from the press.

Philadelphia.

From our Correspondent

The *Evening Star* anxiously asks for the names of those officers and members of the Board of Education who were dined at the Continental Hotel recently by an agent of the Harpers. The same question was put by another paper, but the members who enjoyed the "text-book feed" didn't all respond at once, nor even singly.

If the Board of Education should decide to keep the present number of teachers employed, the \$1,000,000 appropriated for salaries will compel a reduction of about 15 per cent. all round. Never, probably, has the subject of public education received more earnest and intelligent attention than has been bestowed on it during the past year or two by the press, legislators—local, State, and national—and by thinking persons generally. This is doubtless owing to the general stringency that has prevailed for a few years past, and which has had the effect of making the public at large count the cost of many things that used to be passed by without a thought. Public education in this city is to-day conducted on far too extravagant a basis, but it is not the peculiar constitutes the evil in this case, though that consideration has led to the examination which promises to set in motion measures which will lead to needed improvements and reforms. The two great evils of the school system in vogue here now are: First, that it overloads, literally crams, the young minds of pupils with a vast jumble of practically useless stuff, thereby seriously weakening their brains and impairing their physical health for no good purpose; and, second, that the general tendency of the system is entirely too aesthetic the result being that it largely perverts the tastes of the pupils, both male and female, and, instead of imparting to them such knowledge as should enable them to become in mature life useful to themselves and the community, filling their heads with a lot of fine spun ideas, that generally unfit their possessors for anything beyond a cheap clerkship, or leave them to starve in any profession they may manage to get into. Before our schools got to be quite so gilt-edged as they have grown of late years to be used to turn out as intelligent to turn out as in-

telligent a set a set of young men and young women as could be found anywhere. The strong-brained boy or girl who now leaves our schools is, it scarcely too much to say, the exception. This thing had to stop somewhere, and the indications are that the limit has been reached.

In Sussex County, Del., a schoolmaster, named Morris, administered two whippings to Louisa B. Betts, 14 years old, and the Court charged him \$5 and costs for the first, which was done with a dogwood switch, and \$2.50 and costs for the second, which was administered with a hard wood ruler.

AN ALPINE AVALANCHE.

In the summer of 1864, a party of tourists, while visiting the Alps, climbed, with great difficulty, to an elevated and snow-covered plateau, in order to obtain a better view of Swiss scenery, and contrast the beauty and richness of midsummer below with the bleakness and sterility of midwinter around and above them. In play they rolled the moist snow into large balls, they crowded it over the edge of the plateau. In falling it struck softer snow, which immediately gave way, and soon an avalanche was tearing down the mountain side burying and destroying every thing in its course. As the handful of snow became the irresistible avalanche, so the hacking cough with sore throat and Catarrh, if neglected, speedily develops into that dread destroyer, Consumption. In the early stages, Dr. Sage's Catarrh Remedy will effect a cure, though if the blood be affected, impoverished, it must be purified and enriched by Dr. Pierce's Golden Medical Discovery, and the liver and bowels kept active by his Pleasant Purgative Pellets. Many who despaired of life and had been given up to die by physicians and friends, we their restoration to the above remedies.

ELY, Linn Co., Iowa, May 8th, 1877.

DR. PIERCE, Buffalo, N. Y.:

Dear Sir—I was prostrated some three years since with pleuro pneumonia, which left me with a troublesome cough, that gradually grew worse until physicians gave me up to die with consumption. I tried several remedies, that are advertised to cure consumption, but without obtaining an relief or benefit. Seeing your Golden Medical Discovery and Pleasant Purgative Pellets advertised, I concluded to try them, and I found them to be all that you claim for them. My restoration has remained complete for over two years. Inclosed find \$1.50 for a copy of your Common Sense Medical Adviser.

Ever gratefully yours,
JASON C. BARTHOLOMEW.

A VOICELESS TEACHER is well nigh a useless teacher. To speak easily, distinctly and without effort is a desideratum. Shrill, discordant and forced tones are not heard at any distance with facility; and moreover they are as irksome to the scholar as they are wearisome and wearing to the teacher. A round, full, clear tone sustained without effort and uttered easily, is produced by the occasional use of Knapp's Throat Cure—a new, pleasant, and harmless remedy for impairments of the voice, throat and larynx. This boon to teachers is enthusiastically commended by those who have tried it as an antidote for half the wearisomeness and exhaustion of the teacher's hard vocation. Get it at the druggist's or send to E. A. OLDS, 146 William St., New York, for a complimentary package.

FOR the benefit of our lady readers, and their husbands, we may call attention to the advertisement for corsets published in this paper. After experience in our own family we can venture the assurance that these corsets are all that is claimed for them. They are truly comfortable, and sufficiently binding and confining for utility. They commend themselves to common sense, and to grace of movement. They are the invention of a lady, of talent and enterprise. After searching in vain for a suitable article for two girls growing up under her charge, she set about framing a good fit; and she succeeded so well, that she applied the same principles to her own use. Her neighbors, and friends procured patterns and had their own corsets manufactured—greatly to their delight. They were urgent in their advice to secure a Patent, and let the people generally have the benefit. Accordingly the inventor personally applied at the Patent Office, at Washington; and while at the office she received such a patent. The excellence of this garment as secured for it a very extensive introduction to general use. A good fit may be secured by complying with directions for measurement.

THE Educational Excursion to Europe, advertised in our columns, for next Summer, promises to be an occasion of more than ordinary interest. The list is being rapidly filled up, and includes the names of several well-known Clergymen, and others prominent in the literary and musical world. The Prospectus may be obtained by addressing Dr. Tourjee, Music Hall, Boston.

THE children of the primary schools have a new friend in Mr. Geo. C. Bell, an artist (the designer of many of the engravings in "Seward's Book of Travels" and "Appleton's Cyclopædia,") who has planned out a series of handsome cards with transparent pictures for them, on which he has obtained a patent. With these the Alphabet, Arithmetic and Natural History will be easily taught. The teachers and the scholars will both welcome these ingenious vehicles of knowledge. We congratulate Mr. Bell and wish him success in his effort to help the young learners.



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[Reduced cut of Perspective View, Plate 25.]

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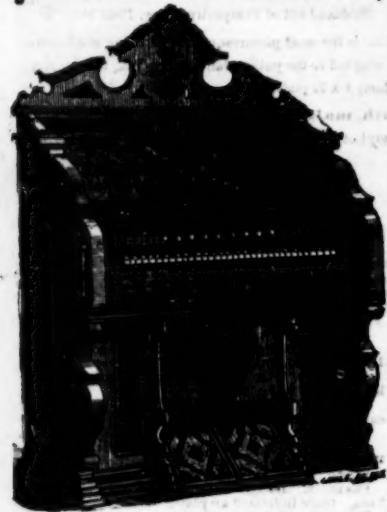
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STATEMENT

THE MUTUAL LIFE INSURANCE COMPANY OF NEW YORK.

F. S. WINSTON, President,

For the Year ending December 31st, 1877.

Annuity Account.

No.	ANNU. PAY'TS.	No.	ANNU. PAY'TS.
Annuities in force, Jan. 1st, 1877... 52	\$26,093.88	Annuities in force, Jan. 1st, 1878... 54	\$25,900.61
Premium Annuities... 7	6,393.46	Premium Annuities... 5	6,174.00
Issued... 59	32,487.34	Terminated... 59	3,758.85
			\$34,827.46

Insurance Account.

No.	AMOUNT.	No.	AMOUNT.
Policies in force, Jan. 1st, 1877, 92,123	\$305,278,037	Policies in force, Jan. 1st, 1878, 91,553	\$294,486,311
Risks Assumed... 4,494	26,551,815	Terminated... 9,060	33,741,541
100,619	\$328,229,852	100,619	\$328,229,852

Revenue Account.

Dr.	Cr.
To Balance from last account... \$79,526,900.87	By paid Death Claims and Endowments (matured and discounted)... \$6,709,532.81
Premiums received... 14,070,153.41	" " Annuities... 31,979.58
Interest and Rents... 4,822,307.38	" " Dividends... 3,568,161.57
	" " Surrendered Policies and Additions... 4,739,426.47
	" " Commissions (payment of current and extinguishment of future)... 603,202.16
	" " Contingent Guarantee Account and Taxes... \$73,886.96
	" " Expenses... 797,493.73
	Balance to New Account... 80,355,678.27
	\$80,439,361.60

*Of this the sum of \$164,335.64 was paid to the different States that levy taxes upon the premiums of their people.

Dr.	Balance Sheet.	Cr.	
To Reserve at four per cent.....	\$30,657,941.00	By Mortgages on Real Estate.....	\$58,150,733.88
" Claims by Death, not yet due.....	480,787.00	" United States and other Stocks.....	16,000,611.17
" Premiums paid in advance.....	217,361.00	" Real Estate and Trust Companies.....	5,725,035.65
" Surplus and Guarantee Fund.....	4,371,029.20	" Cash in Banks and Trust Companies at interest.....	1,701,622.87
		" Cash in transit Dec. 31, 1877 (since received).....	67,969.92
		" Interest accrued.....	1,438,647.99
		" Premiums deferred, quarterly and semi-annual.....	851,813.50
		" Premiums due and unpaid, principally for December.....	153,768.13
		" Balances due by Agents.....	32,115.14
	\$85,033,318.00		\$85,033,318.00

NOTE.—If the New York Standard of four and a half per cent Interest be used, the Surplus is \$10,666,443.65. From the Surplus, as appears in the Balance Sheet, a Dividend will be apportioned to each Policy which shall be in force at its anniversary in 1878.

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The case Mr. T. S. ARTHUR, the well known American author, is a most remarkable one, as will be seen from the following, which is taken from *Arthur's Illustrated Home Magazine* of July, 1877. He says:—"Nearly seven years have passed since we began using this treatment. Up to that period our health had been steadily declining; not in consequence of any organic disease, but from overwork and consequent physical and nervous exhaustion. The very weight of the body had become tiresome to bear, and we regarded our days of ceaseless literary work as gone forever. But almost from the very beginning of our use of the Compound Oxygen, an improvement began. There was a sense of physical comfort and vitality not felt for years, and this slowly but steadily increased. Literary work was resumed in a few months, the mind settling with a new vigor, and the body free from the old sense of weariness and exhaustion. A better digestion, an almost entire freedom from severe attacks of nervous headache from which we had suffered for twenty years, and from a liability to take cold on the least exposure, were the results of the first year's use of the new treatment; and this benefit has remained permanent. As to literary work in these years, we can only say that it has been constant and earnest; and its acceptance with the public may be regarded as any test of its quality, it is by far the best work that we have done."

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